

August 23, 2004

**TO:** Chief School Administrators  
Charter School Lead Persons

**FROM:** William L. Librera, Ed.D.  
Commissioner

**SUBJECT:** Guidance Regarding the Local Professional Development Planning and Review Process for 2005-2006 Plans

Attached please find a packet of information to assist Local Professional Development Committees and County Professional Development Boards in planning for the creation and review of local professional development plans for the 2005-2006 school year. This guidance was developed by the New Jersey Professional Teaching Standards Board and will be posted on the department's website at <http://www.nj.gov/njded/profdev/pd/teacher>.

As you are aware, we are entering the fifth year of the initiative governing required professional development for teachers. The guidance for plans created this fall addresses the alignment of local professional development plans with the New Jersey Professional Standards for Teachers adopted last December by the State Board of Education, and the federal mandates that are part of the Elementary and Secondary Education Act (No Child Left Behind). The feedback continuum used by County Professional Development Boards in the review and acceptance of local plans also reflects these new requirements that emphasize teachers' content knowledge and content-specific teaching skills in professional development activities.

Please make sure that your County Professional Development Boards and Local Professional Development Committees are provided with this information using the appropriate cover memo. If you have questions or need additional assistance, you may contact the Office of Academic and Professional Standards at 609-984-5322.

WLL/RCT/JD/EAS/JN/S:\Alfie\Comm Memo re Local PD Planning-Review Process.doc

Attachments

c: Members, State Board of Education  
Dwight Pfennig  
Gloria Hancock  
Assistant Commissioners  
Jay Doolan  
Eileen Aviss-Spedding  
Jan Niedermaier  
John Lally  
County Superintendents  
Public Information Office  
Professional Teaching Standards Board  
Garden State Coalition of Schools  
NJLEE Group

September 2004

TO: Chief School Administrators  
Charter School Directors  
Non-Public School Administrators  
State Agency Education Directors  
Local Professional Development Chairs

FROM: Cherylin J. Roeser, Chair  
New Jersey Professional Teaching Standards Board (PTSB)

SUBJECT: Guidance for Local Professional Development Planning for 2005-2006

As year five of the first five-year cycle begins, the New Jersey Professional Teaching Standards Board (PTSB) would like to review with the Local Professional Development Committees (LPDCs) the timelines and procedures for plan submission for the 2005-2006 school year and to identify changes in requirements for plan submission.

On behalf of the PTSB, I want to express our deep appreciation and gratitude for the outstanding job you have done for the past four years in designing, preparing, and implementing local professional development plans in your district. We know that your job has often been frustrating and time-consuming, but the county boards who review and approve local plans continue to report that they are seeing a marked improvement in the professional learning opportunities being offered to educators and positive changes in attitudes toward professional learning. County boards are praising the efforts of local committees in moving their districts toward that new vision of professional development that the PTSB introduced four years ago.

What follows is a packet of planning materials that you will need to prepare your plan for the 2005-2006 school year. Changes to the plan have been italicized.

Please share this information with all members of the LPDC.

September 2004

TO: County Superintendents  
County Professional Development Boards

FROM: Cherylin J. Roeser, Chair  
New Jersey Professional Teaching Standards Board (PTSB)

SUBJECT: County Review of District Professional Development Plans for 2005-2006

As year five of the first five-year cycle begins, the New Jersey Professional Teaching Standards Board (PTSB) would like to review with the County Professional Development Boards (CPDBs) the timelines and procedures for plan submission for the 2005-2006 school year and to identify changes to plan submission requirements. This information is also being sent to the Chief School Administrator and the Local Professional Development Committee (LPDC) Chair in each district.

On behalf of the PTSB, I want to express our deep appreciation and gratitude for the outstanding job you have done for the past four years in reviewing and analyzing the professional development plans of the LPDCs in your county. We know that your job has often been frustrating and time-consuming, but, as many of you have told us, you are seeing a marked improvement in the professional learning opportunities offered to educators and positive changes in the attitudes toward professional learning. As members of a CPDB you have expressed praise for the efforts of local committees in moving their districts toward that new vision of professional development that the PTSB introduced four years ago. Your feedback to these LPDCs has enabled them to reflect upon their plans and to modify or revise them to address the areas of concern that you have raised in your review process. The PTSB is indeed grateful for the time and effort you have put into this extremely important endeavor.

During the next school year, we are asking all CPDBs to provide us with some additional information as you review your county's plans:

1. A copy of the minutes for each CPDB meeting;
2. A completed Plan Log showing the status of your review of local plans and any actions taken to accept or reject plans; and
3. Input regarding the successes and challenges reported in your county's local plans

What follows is a packet of planning materials that we have sent to LPDCs to assist them in preparing their plan for the 2005-2006 school year. Changes to the plan have been italicized. As you work with districts throughout the coming school year, please avoid adding to the requirements outlined in these documents. Please share this information with all members of the CPDB.

## **DISTRICT PROFESSIONAL DEVELOPMENT PLANNING MATERIALS: PLANNING TIMELINES FOR SUBMISSION OF 2005-2006 LOCAL PLAN**

### **Submission and Review Process (4 Timelines)**

The timelines for submission of the 2005-2006 plans remain essentially the same. Local plans must be submitted to your County Professional Development Board (CPDB) by December 3, 2004. Enclosed you will find the complete set of submission timelines for this coming year. This information can also be accessed through the DOE website at [www.state.nj.us/njded/profdev](http://www.state.nj.us/njded/profdev)

We are soliciting input from all local committees regarding the local plan development process and have established a standing committee to review the framework of the local professional development plan. Please feel free to send your suggestions for improvement to Jan Niedermaier, Coordinator, Office of Academic and Professional Standards, at [jan.niedermaier@doe.state.nj.us](mailto:jan.niedermaier@doe.state.nj.us)

## **DISTRICT PROFESSIONAL DEVELOPMENT PLANNING MATERIALS: FRAMEWORK FOR THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

The Framework for the District Professional Development Plan maintains the same requirements as in the past and reflects greater emphasis on assessing the effectiveness of the previous year's professional development program in the district. The Framework also includes requirements for incorporating the Professional Standards for Teachers as well as the elements of high quality professional development delineated in the No Child Left Behind legislation. Sample documents that an LPDC must submit as part of the 2005-2006 local plan are included in an appendix to this memo.

**Section 1: District Profile:** LPDCs are asked to submit basic demographic information and a copy of the district's approved goals for 2004-2005.

**Section 2: Reflection on 2003-2004 Professional Development Program:** The LPDC should reflect on the professional development program in place last year, that is, during the 2003-2004 school year. This narrative should reflect on the positive aspects of the 2003-2004 plan and should explain how the 2003-2004 plan addressed the needs of the staff and enhanced student learning. The narrative should then address the challenges faced in implementing the 2003-2004 plan and the ways in which the LPDC is working to move forward for 2004-2005 and for 2005-2006 to meet those challenges. In other words, this reflection should address:

*\*what you did in 2003-2004;*

*\*what you are doing in 2004-2005;*

*\*what you plan to do in 2005-2006; and*

*\*how these elements form an ongoing professional learning program.*

**Section 3: District Professional Development Needs:** The plan requires an assessment of staff professional development needs during the 2003-04 school year and evidence that the LPDC has used the results of that assessment to prepare the 2005-2006 plan. *There must be evidence of a 2003-2004 district professional development needs assessment that includes information from a wide variety of stakeholders and a link between the 2003-04 needs assessment and the 2004-2005 professional development plan.*

**Section 4: District Professional Development Vision and Goals:** This section has been revised to include an explanation of how the 2005-2006 plan: a) reflects the New Jersey Professional Development Standards (not new); b) emphasizes the enhancement of student learning of the Core Curriculum Content Standards (not new); *c) reflects the New Jersey Professional Standards for Teachers (new); d) addresses the Eight Key Elements of High Quality Professional Development for Teachers (new); and e) supports the Definition of Professional Development from the No Child Left Behind Act (new).* Copies of these documents are included in the Appendix.

**Section 5: District Professional Development Opportunities:** LPDCs must be certain that the time frame of the opportunities listed in the plan is current. In subsection C, Alignment, the LPDC must review the local plan with an eye toward how that plan aligns with the NJ Professional Development Standards, the NJ Core Curriculum Content Standards (CCCS), *the Professional Standards for Teachers, the NCLB requirements,* and the needs of the district.

**Section 6: Evaluation of the Professional Development Program:** The LPDC should continue to use the descriptive activities suggested in the Framework document as the basis for plan evaluation, *e.g., teacher and administrative evaluation of professional learning activities, summaries of educator discussions about those activities, and testimonials by individual educators on their acquisition of knowledge and skills. LPDCs must also explain how they will use the 2005-06 evaluation to prepare the 2006-2007 professional development plan.*

## **COUNTY PROFESSIONAL DEVELOPMENT APPROVAL PROCESS: DISTRICT PROFESSIONAL DEVELOPMENT FEEDBACK CONTINUUM**

County Professional Development Boards (CPDBs) must continue to use the revised Local Professional Development Feedback Continuum when reviewing local professional development plans. CPDBs must not impose additional requirements beyond those outlined in the Feedback Continuum. This approval process has proven successful in the past two years and will continue to ensure that local plans across the state are reviewed in a consistent manner. This section of the packet includes the following items:

- County Review Form: A CPDB checklist for reviewing local plans;
- 2005-2006 Feedback Continuum Comment Sheets: Forms for CPDBs to use when providing feedback to LPDCs; and
- An explanation of the Feedback Continuum and its usage.

Questions regarding the modified professional development documentation should be directed to Jan Niedermaier in the Office of Academic and Professional Standards at (609) 943-5397 or by email at [jan.niedermaier@doe.state.nj.us](mailto:jan.niedermaier@doe.state.nj.us)

### **Attachments:**

Planning Timelines for Submission of 2005-2006 Local Plan  
Local Professional Development Plans - Update September 2004  
District Professional Development Plan Checklist  
District Professional Development Plan Sample Table of Contents  
New Jersey Professional Standards for Teachers  
The NJ PD and the Federal ESEA/NCLB Act  
County Review Form: A CPDB checklist for reviewing local plans  
2005-2006 Feedback Continuum Comment Sheets  
The Feedback Continuum and its Usage in Local Plan Review  
The Role of the LPDC in Mentoring and Induction

## **TIMELINES FOR 2005-2006**

### **Local Professional Development Plan Submission and Review Process**

#### **(Timeline 1: Both Parties Approve the Plan)**

<b><u>Date</u></b>	<b><u>Activity</u></b>
First Friday in December <b>December 3, 2004</b>	The Local Professional Development Committee (LPDC) submits the 2005-2006 Local Professional Development Plan to the county Professional Development Board (CPDB) for review. County boards are to send district plans back to LPDCs as soon as reviews have been completed.
Last Business Day in Jan. <b>January 31, 2005</b>	Deadline for the CPDB to return the accepted local plan to the LPDC with feedback.  <i><u>Note: If the CPDB rejects the district plan, <u>Timeline 2</u> will apply.</u></i>
Second Friday in Feb. <b>February 11, 2005</b>	The LPDC submits the local plan accepted by the CPDB to the local board of education (BOE) for review.
Last Business Day in March <b>March 31, 2005</b>	The district BOE informs the LPDC and CPDB of its decision to accept the district plan.  <i><u>Note: If the district BOE rejects the plan, <u>Timeline 3</u> will apply.</u></i>
Last Friday in June <b>June 24, 2005</b>	The county superintendent reports the acceptance of the local plan the Commissioner of Education and reports on the status of plans on alternate timelines.  <i><u>Note: If the local plan is rejected by <u>both</u> the CPDB and the district BOE, <u>Timeline 4</u> will apply.</u></i>
<b>September 2005</b>	Information about the contents of the accepted local professional development plan should be made available to district staff in writing.

## **TIMELINES FOR 2005-2006**

### **Local Professional Development Plan Submission and Review Process**

#### **(Timeline 2: The County Board Rejects the Plan)**

<b><u>Date</u></b>	<b><u>Activity</u></b>
<b>First Friday in December December 3, 2004</b>	<p>The Local Professional Development Committee (LPDC) submits the 2005-2006 Local Professional Development Plan to the county Professional Development Board (CPDB) for review.</p> <p><b>Incomplete plans (those missing one or more parts on the County Review Form) or plans in which one or more dimensions fall in the Revision(s) Required column on the Feedback Continuum will be rejected.</b></p> <p>CPDBs are to send local plans back to LPDCs as soon as reviews have been completed.</p>
<b>Last Business Day in Jan. January 31, 2005</b>	<p>Deadline for the CPDB to return the rejected local plan to the LPDC for completion and/or revision.</p>
<b>Second Friday in Feb. February 11, 2005</b>	<p>The LPDC submits a completed and/or revised local plan to the CPDB for review.</p>
<b>First Friday in March March 4, 2005</b>	<p>The CPDB accepts the completed and/or revised local plan and returns it to the LPDC with feedback.</p>
<b>Second Friday in March March 11, 2005</b>	<p>The LPDC submits the local plan accepted by the CPDB to the local BOE for review.</p>
<b>Last Friday in April April 29, 2005</b>	<p>The local BOE informs the LPDC and the CPDB of its decision to accept the local plan.</p> <p><i><u>Note: If the district BOE rejects the plan, <u>Timeline 4</u> will apply.</u></i></p>
<b>Last Friday in June June 24, 2005</b>	<p>The county superintendent reports the acceptance of the local plan the Commissioner of Education and reports on the status of plans on alternate timelines.</p>
<b>September 2005</b>	<p>Information about the contents of the accepted local professional development plan should be made available to district staff in writing.</p>

## **TIMELINES FOR 2005-2006**

### **District Professional Development Plan Submission and Review Process**

#### **(Timeline 3: The District Board of Education Rejects the Plan)**

<b><u>Date</u></b>	<b><u>Activity</u></b>
First Friday in December <b>December 3, 2004</b>	The Local Professional Development Committee (LPDC) submits the 2005-2006 Local Professional Development Plan to the county Professional Development Board (CPDB) for review.
Last Business Day in Jan. <b>January 31, 2005</b>	Deadline for the CPDB to return the accepted local plan to the LPDC with feedback.
Second Friday in Feb. <b>February 11, 2005</b>	The LPDC submits the local plan accepted by the CPDB to the local board of education (BOE) for review.
Last Business Day in March <b>March 31, 2005</b>	The local BOE returns the local plan to the LPDC with the reasons for rejection and notifies the CPDB.  <i><u>Note:</u> Members of the local BOE and the LPDC meet to address and resolve problems regarding the local plan.</i>
Last Friday in April <b>April 29, 2005</b>	The revised local plan is submitted to the CPDB for acceptance of the revised local plan.
Second Friday in May <b>May 13, 2005</b>	The CPDB accepts the revised local plan and returns it to the LPDC. The LPDC submits the revised plan to the local BOE for final acceptance.
Second Friday in June <b>June 10, 2005</b>	The local BOE accepts the revised plan and notifies the LPDC and the CPDB.
Last Friday in June <b>June 24, 2005</b>	The county superintendent reports the acceptance of the local plan the Commissioner of Education and reports on the status of plans on alternate timelines.
<b>September 2005</b>	Information about the contents of the accepted local professional development plan should be made available to district staff in writing.



## **TIMELINES FOR 2005-2006**

### **District Professional Development Plan Submission and Review Process**

#### **(Timeline 4: Both Parties Reject the Plan)**

<b><u>Date</u></b>	<b><u>Activity</u></b>
First Friday in December <b>December 3, 2004</b>	The Local Professional Development Committee (LPDC) submits the 2005-2006 Local Professional Development Plan to the county Professional Development Board (CPDB) for review.  <b>Incomplete plans (those missing one or more parts on the County Review Form) or plans in which one or more dimensions fall in the Revision(s) Required column on the Feedback Continuum will be rejected.</b>  CPDBs are to send local plans back to LPDCs as soon as reviews have been completed.
Last Business Day in Jan. <b>January 31, 2005</b>	Deadline for the CPDB to return the rejected local plan to the LPDC for completion and/or revision.
Second Friday in Feb. <b>February 11, 2005</b>	The LPDC submits a completed and/or revised local plan to the CPDB for review.
First Friday in March <b>March 4, 2005</b>	The CPDB accepts the completed and/or revised local plan and returns it to the LPDC with feedback.
Second Friday in March <b>March 11, 2005</b>	The LPDC submits the local plan accepted by the CPDB to the local BOE for review.
Last Friday in April <b>April 29, 2005</b>	The local BOE returns the local plan to the LPDC with the reasons for rejection and notifies the CPDB.  <i><u>Note:</u> Members of the local BOE and the LPDC meet to address and resolve problems regarding the local plan.</i>
Last Friday in May <b>May 27, 2005</b>	The revised local plan is submitted to the CPDB for acceptance.
Second Friday in June <b>June 10, 2005</b>	The CPDB accepts the revised local plan and returns it to the LPDC. The LPDC submits the revised plan to the local BOE for final acceptance.
Second Friday in July <b>July 8, 2005</b>	The local BOE accepts the revised plan and notifies the LPDC and the CPDB.
Last Friday in July <b>July 29, 2005</b>	The county superintendent reports the acceptance of the local plan the Commissioner of Education and reports on the status of plans on alternate timelines.
<b>September 2005</b>	<b>Information about the contents of the accepted local professional development plan should be made available to district staff in writing.</b>

# **LOCAL PROFESSIONAL DEVELOPMENT PLANS**

## **UPDATE SEPTEMBER 2004**

### **LOCAL PROFESSIONAL DEVELOPMENT PLAN REVIEW OF REVISIONS FOR SUBMISSION OF THE 2005-2006 PLAN**

This sheet provides a summary of the basic requirements plus any changes or revisions made to the Local Professional Development Plan for submission of the 2005-2006 Plan. Additions to or revisions of existing requirements have been italicized. *Make sure the plan has a title page that names both the school district and the county.*

#### ***PREFACE:***

- a. *Include Local Professional Development Plan Checklist.*
- b. *Include a Table of Contents with pages that are numbered and correlated to the plan.*

#### **SECTION 1: DISTRICT PROFILE**

- a. Provide a District Profile Sheet.
- b. Complete an LPDC Profile Sheet.
- c. Include a copy of the school district's annual goals (Do not include copies of the district mission statement, district philosophy, or school-level goals).

#### **SECTION 2: REFLECTION ON PREVIOUS YEAR'S PLAN**

- a. Briefly summarize the positive aspects of the 2003-2004 Professional Development Program in the district and explain how that program addressed the needs of the staff and enhanced student learning.
- b. Briefly identify any challenges that your district may have encountered while implementing the 2003-2004 Local Professional Development Plan.
- c. *This section has been expanded to require a four-tiered reflection on:*
  1. *what you did in 2003-2004;*
  2. *what you are doing in 2004-2005;*
  3. *what you plan to do in 2005-2006; and*
  4. *the way in which these elements form an ongoing, sustained, classroom-focused professional learning program in the district.**Subsection c should be in narrative form, but must address all four elements of reflection.*

#### **SECTION 3: DISTRICT PROFESSIONAL DEVELOPMENT NEEDS**

- a. Provide a narrative explaining how the LPDC assessed the professional development needs of the staff and addressed the learning needs of the students. The narrative must include a description of the methods used to gather information (*i.e.*, focus groups, interviews, surveys of stakeholders, group activities, etc.) *and must indicate what efforts were made to include a wide variety of stakeholders in the assessment process.*
- b. List the district's professional development needs.
- c. *A new section has been added to require evidence that a needs assessment has taken place in the district within the last year and that the basis for the development of the local plan reflects that needs assessment. A copy of the most recent needs assessment document will suffice for this sub-section.*

#### **SECTION 4: DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS**

a. Provide the district professional development vision statement. The vision must include an explanation of how the 2005-2006 plan:

- 1) Reflects the New Jersey Professional Development Standards;
- 2) Emphasizes the enhancement of student learning of the Core Curriculum Content Standards;
- 3) *Reflects the New Jersey Professional Standards for Teachers (new);*
- 4) *Addresses the Eight Key Elements of High Quality Professional Development for Teachers (new); and*
- 5) *Reflects the Definition of Professional Development from the Elementary and Secondary Education Act (No Child Left Behind) (new).*

**NOTE:** *Information for subsections 4 & 5 are attached in the Appendix. For these sections, a brief narrative indicating how the LPDC has included the Eight Key Elements of High Quality Professional Development for Teachers and the Definition of Professional Development in its 2005-2006 Local Plan will suffice.*

b. List the district's professional development goals.

#### **SECTION 5: DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

- a. Professional Development Opportunities: List the professional development opportunities that have been identified to implement the district's professional development plan.
- b. Resources: Identify the resources needed to implement the district's professional development plan. These resources may include professional development budget information, allocation of professional development time, district personnel consultants, inter/intra district partnerships, and community resources.
- c. Alignment: Explain how the 2005-2006 Professional Development Plan reflects the New Jersey Professional Development Standards, the New Jersey Core Curriculum Content Standards, *the Professional Standards for Teachers (new)*, and how the plan aligns with the district's needs.
- d. *This section has been added: Explain in narrative form how the professional development opportunities which the 2005-2006 Professional Development Plan includes begins to reflect the Eight Key Elements of High Quality Professional Development for Teachers and the Definition of Professional Development from the Elementary and Secondary Education Act (NCLB).*

**NOTE:** *In Section 4, you are asked to explain how the District Professional Development Vision addresses and reflects on the requirements of NCLB. In Section 5, you are asked to translate that vision into identifying the professional development opportunities that the 2005-2006 Plan will implement to support that vision.*

#### **SECTION 6: EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM**

- a. Explain how the LPDC plans to provide for ongoing evaluation of the implementation of the local professional development program. This description may include teacher and administrator evaluation of in-services and professional development activities, summaries of educator discussions about district professional development opportunities, and testimonials by individual educators regarding the implementation of new strategies and acquisition of new content knowledge.
- b. Describe how the 2005-2006 plan builds on the previous district plan(s).
- c. *Explain how the LPDC will use this evaluation to prepare for next year's professional development plan (new).*

# LOCAL PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of your plan are included.  
Use this sheet to check off each section and sub-section.

Required √	Form	Included √
	Title Page (include district and county names)	
	Local Professional Development Plan Checklist	
	Table of Contents (pages numbered and correlated)	
	<b>Section 1: District Profile</b>	
	District Profile Sheet	
	Local Professional Development Committee Profile Sheet	
	Copy of school district's goals	
	<b>Section 2: Reflection on 2003-2004 Plan</b>	
	Summary of positive aspects of 2003-2004 plan	
	Identification of challenges	
	Four-tiered reflection	
	<b>Section 3: Needs</b>	
	Narrative explaining needs assessment process	
	List of professional development needs	
	Evidence of recent needs assessment	
	<b>Section 4: Vision and Goals</b>	
	District vision statement	
	List of professional development goals	
	<b>Section 5: Opportunities</b>	
	List of professional development opportunities	
	Identification of resources	
	Explanation of plan alignment	
	NCLB connection	
	<b>Section 6: Evaluation</b>	
	Explanation of ongoing evaluation	
	Description of how plan builds on previous district plan(s)	
	Explanation of use of evaluation for subsequent plans	

## **LOCAL PROFESSIONAL DEVELOPMENT PLAN**

### **TABLE OF CONTENTS Sample Format**

(Please note you must have a title page that includes the names of the school district and county. All other pages must be numbered and must correlate with the table of contents)

Page Number

#### **PREFACE**

- a. Local Professional Development Plan Checklist
- b. Table of Contents

#### **1. DISTRICT PROFILE**

- a. District Profile Sheet
- b. Local Professional Development Committee Profile Sheet
- c. Copy of School District's goals

#### **2. REFLECTION ON PREVIOUS YEAR'S PLAN**

- a. Summary of positive aspects of the 2003-2004 professional development program
- b. Identification of challenges district encountered in implementing the plan
- c. Four-tiered narrative reflection

#### **3. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS**

- a. Narrative explanation of process used by the LPDC to assess professional development needs of the staff
- b. List of professional development needs
- c. Copy of recent needs assessment instruments

#### **4. DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS**

- a. District Professional Development Vision Statement (addressing items 1-5)
- b. List of District Professional Development Goals

#### **5. DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

- a. List of professional development opportunities
- b. Identification of resources needed to implement the plan
- c. Explanation of how the plan aligns with the NJ Professional Development Standards, the NJCCCS, the NJ Professional Standards for Teachers, and the district's needs.
- d. Explanation of how the 2005-2006 PD Plan addresses NCLB (8 Key Elements of PD and Definition of Professional Development)

#### **6. EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM**

- a. Explanation of how the LPDC intends to provide ongoing evaluation
- b. Description of how the plan builds on previous district professional development plan(s)
- c. Explanation of how the LPDC will use evaluation in subsequent years

**PROFESSIONAL DEVELOPMENT PLAN**  
**DISTRICT PROFILE SHEET**

Name of District: \_\_\_\_\_

District Code: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Municipalities covered by district: \_\_\_\_\_

County: \_\_\_\_\_

County Code: \_\_\_\_\_ District Factor Group: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Type of District (check one):

K-5 \_\_\_\_\_ K-6 \_\_\_\_\_ K-8 \_\_\_\_\_

K-12 \_\_\_\_\_ 7-12 \_\_\_\_\_ 9-12 \_\_\_\_\_

Other (specify): \_\_\_\_\_

List names of school buildings, grades, current student enrollment and number of professional staff members:

Name of Building	Grades	Enrollment	Number of professional staff (including educational service staff, such as counselors, librarians, nurses, etc.)
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_____	_____	_____	_____
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(include additional pages if needed)

## **LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE PROFILE SHEET**

Name of District: \_\_\_\_\_

County: \_\_\_\_\_

Names of Professional Staff Members Elected to Committee:

_____	_____	_____	_____Chair
Name (please print)	Signature	Position	Term

_____	_____	_____	_____
Name (please print)	Signature	Position	Term

_____	_____	_____	_____
Name (please print)	Signature	Position	Term

_____	_____	_____	_____
Name (please print)	Signature	Position	Term

Names of Administrators Appointed to Committee:

_____	_____	_____	_____
Name (please print)	Signature	Position	Term

_____	_____	_____	_____
Name (please print)	Signature	Position	Term

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

## NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

All professional learning opportunities must be aligned with and support the following Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>

### **Standard One: Subject Matter Knowledge**

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

### **Standard Two: Human Growth and Development**

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support that their intellectual, social, emotional and physical development.

### **Standard Three: Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

### **Standard Four: Instructional Planning and Strategies**

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

### **Standard Five: Assessment**

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

### **Standard Six: Learning Environment**

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

### **Standard Seven: Special Needs**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

### **Standard Eight: Communication**

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

### **Standard Nine: Collaboration and Partnership**

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

### **Standard Ten: Professional Development**

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.



## **Professional Development in New Jersey and The Federal Elementary and Secondary Education Act (No Child Left Behind)**

Professional Development (PD) is a major focus of achieving and maintaining quality practice for veteran teachers and the NCLB act has some very specific guidelines about PD. For example, the federal act specifically defines professional development and identifies eight key elements of high quality PD for teachers.

In the federal definition, more traditional forms of PD once accepted as general practice - such as one-day or short-term workshops or conferences - are no longer considered acceptable professional development experiences unless part of a high quality, sustained, intensive professional development program. (<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>) Follow-up activities and experiences helping teachers implement in their classroom what they have learned at any PD activity are critical to supporting a positive impact on practice.

The NCLB act also provides guidance to states on such issues such as funding so that they can focus the use of Title II funds to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, and/or learn how to teach students with disabilities.

New Jersey was ahead of the NCLB act in identifying research-based professional development experiences that had the most impact upon classroom practice and student success. Many of these concepts were new to educators and there is no doubt, that like any new statewide initiative, implementation of the new professional development standards has been inconsistent. However, through the Professional Teaching Standards Board, DOE staff, and County Professional Development Boards, we continue to offer technical assistance and implementation support to the field.

It is important to recognize that the foundation and the details of the NJ requirements are aligned with the NCLB requirements for professional development. In fact, New Jersey's twelve Standards for Professional Development have been nationally recognized and have been endorsed by the National Board for Professional Teaching Standards. In addition, they have served as a model for other states that are aligning their PD policies with NCLB. The NJ PD Standards can be found at: <http://www.state.nj.us/njded/profdev/standards.htm>.

In order for our state to meet the NCLB requirements we must all work together to ensure authentic dedication to understanding and implementing the definition and purpose of professional development. If a district is having difficulty implementing the requirements a detailed Implementation Guide is available on the DOE's website at: <http://www.state.nj.us/njded/profdev/guide/>. This guide is undergoing revision to include the New Jersey Professional Standards for Teachers and to provide additional support for aligning PD opportunities with New Jersey's Core Curriculum Content Standards, Professional Standards for Teachers and Professional Development Standards.

New LPDC members can view a helpful PowerPoint presentation that provides an overview of the initiative at: <http://www.state.nj.us/njded/profdev/slides/index.htm>.

Finally, in addition to the NJ resources for professional development the NCLB language identifies eight key elements of high quality professional development for teachers. Each of these elements is a main component of the NJ PD initiative and should be reflected in the quality and types of PD experiences offered to teachers. (<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>)

**EIGHT KEY ELEMENTS OF HIGH QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT (NO CHILD LEFT BEHIND)**

<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>

**PROFESSIONAL DEVELOPMENT-** The term “professional development” —

(A) Includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
  - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
  - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
  - (I) State academic content standards, student academic achievement standards, and assessments; and
  - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

**EIGHT KEY ELEMENTS OF HIGH QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS  
FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT (NO CHILD LEFT BEHIND)**

<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>

- 1) All activities are referenced to student learning.
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development.
- 3) Professional development activities are based on research-validated practices.
- 4) Subject matter mastery for all teachers is a top priority.
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated.
- 6) Professional development activities match the content that is being instructed.
- 7) All professional development activities are fully evaluated.
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum.

## Local Professional Development Plan

### COUNTY REVIEW FORM

Date Plan Received \_\_\_\_\_

Date Plan Reviewed \_\_\_\_\_

Date Plan Accepted \_\_\_\_\_

Date Plan returned to district for revision \_\_\_\_\_

DISTRICT \_\_\_\_\_ COUNTY \_\_\_\_\_

	Completed		Comments
	Yes	No	
<b>Section 1: District Profile</b>  <b>A.</b> The District Profile Sheet is complete and attached  <b>B.</b> The Local Professional Development Committee Profile Sheet is complete and attached  <b>C.</b> The District's goals are attached			
<b>Section 2: Reflection on 2003-2004 Plan</b>  <b>A.</b> Summary of positive aspects of 2003-2004 Plan  <b>B.</b> Challenges of 2003-2004 Plan  <b>C.</b> Four-tiered Reflection			

## Local Professional Development Plan FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable	Good	Target
Needs Assessment	<p>Only LPDC and administrators participate</p> <p>No evidence of recent needs assessment</p> <p>No data sources evident</p> <p>No relationship between needs assessment and student learning needs</p>	<p>Only LPDC, administrators, and teachers participate</p> <p>Only a single assessment strategy or needs assessment that is more than two years old</p> <p>Few data sources evident</p> <p>Only a minimum relationship between needs assessment and student learning needs</p>	<p>Only LPDC, administrators and school personnel participate</p> <p>Same assessment tools used with all stakeholders: needs assessment is current</p> <p>Some data sources evident</p> <p>Evidence of a relationship between needs assessment and enhanced student learning</p>	<p>Wide range of stakeholders participate</p> <p>Diverse assessment strategies tailored to diverse stakeholders: needs assessment is current and up to date</p> <p>Extensive data sources evident</p> <p>Strong relationship shown between needs assessment and enhanced student learning</p>
Comments				

	Revision(s) Required	Acceptable	Good	Target
Professional Development Vision and Goals	<p>No attention to enhanced student learning</p> <p>No reflection of professional development standards</p> <p>No reflection of Professional Teaching Standards</p> <p>No alignment with district and school needs</p> <p>No reference to Eight Key Elements of High Quality Professional Development for teachers</p> <p>No connection to NCLB definition of professional development</p>	<p>Some attention to enhanced student learning</p> <p>Some reflection of professional development standards</p> <p>Some reflection on Professional Teaching Standards</p> <p>Some alignment with district and school needs</p> <p>Some reference to Eight Key Elements of High Quality Professional Development for teachers</p> <p>Some connection to NCLB definition of professional development</p>	<p>Emphasis on enhanced student learning</p> <p>Reflection of professional development standards</p> <p>Reflection on Professional Teaching Standards</p> <p>Closely aligned with district and school needs</p> <p>Clear reference to Eight Key Elements of High Quality Professional Development for teachers</p> <p>Clear connection to NCLB definition of professional development</p>	<p>Emphasis on enhanced student learning</p> <p>Strong reflection of professional development standards</p> <p>Strong reflection on Professional Teaching Standards</p> <p>Obvious direct alignment with district and school needs</p> <p>Strong integration of Eight Key Elements of High Quality Professional Development for teachers</p> <p>Strongly delineated connection to NCLB definition of professional development</p>
Comments				

	Revision(s) Required	Acceptable	Good	Target
Professional Development Opportunities	<p>No activities reflect attention to:</p> <p>NJCCCS</p> <p>NJ Professional Development Standards</p> <p>NJ Professional Standards for Teachers</p> <p>District needs</p> <p>Collegial collaboration</p> <p>No activities built on results of needs assessment</p> <p>No activities are continuous, sustained and job embedded</p> <p>Activities in the plan only reflect opportunities for staff holding instructional certificates</p>	<p>Some activities reflect attention to:</p> <p>NJCCCS</p> <p>NJ Professional Development Standards</p> <p>NJ Professional Standards for Teachers</p> <p>District needs</p> <p>Collegial collaboration</p> <p>Some activities built on results of needs assessment</p> <p>Some activities are continuous, sustained and job embedded</p> <p>Some activities reflect consideration for staff holding an educational services certificate/instructional certificate</p>	<p>Many activities reflect attention to:</p> <p>NJCCCS</p> <p>NJ Professional Development Standards</p> <p>NJ Professional Standards for Teachers</p> <p>District needs</p> <p>Collegial collaboration</p> <p>Many activities built on results of needs assessment</p> <p>Many activities are continuous, sustained and job-embedded</p> <p>Activities reflect consideration for staff holding an educational services certificate/instructional certificates</p>	<p>All or most activities reflect attention to:</p> <p>NJCCCS</p> <p>NJ Professional Development Standards</p> <p>NJ Professional Standards for Teachers</p> <p>District needs</p> <p>Collegial collaboration</p> <p>All or most activities built on results of needs assessment</p> <p>All or most activities continuous, sustained &amp; job embedded</p> <p>Activities provided for staff who hold an educational services certificate / instructional certificates</p>
Comments				

	Revision(s) Required	Acceptable	Good	Target
Evaluation	<p>No evidence of an evaluation plan for the PD program</p> <p>No reference to impact on teachers' content knowledge, classroom practice or enhanced student learning as a result of implementing the previous PD plan</p> <p>No evidence that the evaluation plan will provide useful data to assist LPDC in creating subsequent PD plans and no evaluation of specific PD activities</p>	<p>Some evidence of evaluation plan; documentation limited to 1 or 2 measures</p> <p>Some evidence of impact on teachers' content knowledge, classroom practice and enhanced student learning as a result of implementing the previous PD plan</p> <p>Some evidence that the evaluation plan will provide some useful data to help guide LPDC in creating subsequent PD plans and some evaluation of specific PD activities</p>	<p>Clear evidence of an evaluation plan with several measures that give the LPDC some direction for future planning</p> <p>Evaluation focuses on the impact on teachers' content knowledge, classroom practice and enhanced student learning as a result of implementing the previous PD program</p> <p>Clear evidence that the evaluation plan will provide useful data to direct LPDC in creating subsequent PD plans and periodic evaluation of specific PD activities</p>	<p>Strong evidence of a comprehensive evaluation plan with multiple measures that gives the LPDC clear direction for future planning</p> <p>Evaluation indicates continuous, sustained assessment of the impact on teachers' content knowledge, classroom practice and enhanced student learning as a result of implementing the previous PD program</p> <p>Strong evidence that the comprehensive evaluation plan will provide valuable data to clearly direct LPDC in creating subsequent PD plans and ongoing evaluation of specific PD activities</p>
Comments				



## **The Feedback Continuum and its Usage in Local Plan Review**

The Local Professional Development Plan Feedback Continuum is to be used as a standardized communication tool in the review of local professional development plans. The Feedback Continuum provides consistency in plan review and reflects areas of strength and weakness in local district professional development plans throughout the state. Areas of weakness will be identified and will require revision by the LPDC. Areas of strength will be recognized as a foundation for future growth.

The Feedback Continuum was designed to:

- Help all those involved in professional development to understand the expectations around various characteristics of an acceptable local professional development plan;
- Help LPDCs develop a meaningful plan and gain an awareness of their own competencies and progress; and
- Provide a tool to help CPDBs in their role of reviewing and accepting or rejecting local plans and in providing feedback to LPDCs.

The Feedback Continuum should be used to consider plans in a comprehensive rather than fragmented manner. Although there are three columns in the ACCEPTABLE range, each column indicates a relative position on the continuum. The goal is to strive for the target. However, it may be unrealistic to expect that every district will be able to reach the target during these early years of the initiative. The column labeled REVISION(S) REQUIRED clearly indicates that some portion of the local plan is unacceptable and needs additional attention. Should that be the case, the plan must be returned to the LPDC for revisions and then resubmitted to the CPDB for reconsideration. Only plans with one or more dimensions rated as requiring revision should be rejected by the CPDB and amended and resubmitted by the LPDC.

### **In using the Feedback Continuum, LPDCs should:**

- Assess where their 2004-05 plan was rated in the last review process and design their 2005-06 plan to exhibit progress toward the target characteristics;
- Design a local plan that provides progressive challenges and opportunities for innovative professional development experiences; and
- Develop a 2005-06 plan that is as closely aligned with target characteristics as possible.

### **In using the Feedback Continuum, CPDBs should:**

- Keep the review process grounded in the philosophy of a continuum, reflecting progression, elaboration and changes in local district needs;
- Provide feedback on weak and static areas, encouraging movement toward the target characteristics; and
- Design feedback for the LPDCs in the context of the CPDB's role as information courier and supportive partner in the ongoing growth and innovation process.

## Mentoring and Induction

### The Role of the Local Professional Development Committee 2004 – 2005

The mentoring regulations (N.J.A.C. 6A:9-8) place the responsibility for the development of the district mentoring plans with the Local Professional Development Committee. The DOE, the National Staff Development Council and the Mentoring Task Force are in the process of developing a standards-based toolkit for statewide distribution to professional development committees, local boards of education and other mentoring stakeholders that will provide guidance in the development, implementation and approval of mentoring and induction programs. The distribution and statewide training for this product will begin in early 2005.

During the 2004-2005, school year the DOE will focus on developing a standards-based mentoring and induction program in all districts. Regulations stipulate that all districts must have approved plans aligned with the professional standards. In order to provide districts with a realistic timeframe to develop a standards-based program the DOE is requiring the following:

- Local Professional Development Committees submit a **Preliminary Mentor Plan** for the 2004-2005 school year to the local BOE and the County Superintendent (through a DOE form to be sent to all districts in September 2004) by October 1, 2004. The **Preliminary Mentor Plan** will assure that:
  - All provisional teachers receive a mentor upon hire;
  - All provisional teachers receive a rigorous mentoring program; and
  - All mentors are selected through an application process and receive a comprehensive training program.
- Local Professional Development Committees, local school boards and other mentoring stakeholders receive training and guidance on implementing effective standards-based mentoring and induction programs in early 2005.
- The Local Professional Development Committee begins the process of aligning the district mentoring plan with the professional standards for teachers. This process should be completed by Spring 2005 and sent to the local board of education for approval and to the county superintendent.

The following is a summary of minimum program revisions as outlined in the regulations that may serve as an immediate guide in developing mentoring and induction programs for the district:

- All mentoring plans and programs in each district must be aligned with the **Professional Standards for Teachers** (<http://www.nj.gov/njded/profdev/standards.htm>).
- The Local Professional Development Committee will develop a mentoring plan based on the regulations (<http://www.nj.gov/njded/code/title6a/chap9/index.html#8>).
- Districts plans are to provide a rigorous mentoring process for novice teachers.
- District plans are to ensure that mentors receive comprehensive mentor training.
- In the absence of state funds novice teachers pay the stipend, unless the district provides other alternatives.
- The regulations define the plan approval process – through the local board of education and then to the county superintendent for notification to the DOE.
- The effectiveness of the mentoring plan will be reported through the district QAAR on an annual basis.

For questions or additional information contact: [victoria.duff@doe.state.nj.us](mailto:victoria.duff@doe.state.nj.us)

